

**A MANUAL OF PROGRAM INSTRUCTION IN KITCHEN
SKILLS FOR THE VISUALLY IMPAIRED HOMEMAKER**

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IN KITCHEN SKILLS
FOR
THE VISUALLY IMPAIRED
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Compiled February 1973
Revised March 1974 and August 1976

PREFACE

This manual is a compilation of the research and planning done by the Home Service staff in preparation for a program designed for the visually handicapped homemaker. Because of the amount of time spent on such a program, it was felt this manual would prove beneficial to others wishing to design a similar program. The procedures in this manual are offered only as one proven method of instruction. The manual covers many aspects of kitchen skills and safety and is not intended to meet the needs in all home economics subject areas.



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INTRODUCTION

In 1970 the Home Service Department Staff of Public Service Company of Colorado identified a need for education of a special consumer group -- the visually impaired homemaker. Planning and research began immediately for a program based on kitchen skills and safety.

As described on the following pages, the first two workshops were conducted with visually impaired individuals in 1972 and 1973. Careful evaluation of these sessions indicated that a definite need was being met, but that the 2 to 1 ratio (visually impaired to sighted person) necessary for safety was a limiting factor in reaching the number of blind needing help. Subsequent sessions were therefore designed for sighted instructors and parents of the visually impaired. In this way we have been able to educate and share with many others who work with the visually handicapped on a personal basis whether in the classroom or in the home. Additional evaluation indicated that this style of instruction was the most practical for our staff to assist in meeting the needs of the visually impaired in Colorado. As a result, similar programming is now being conducted in various other locations throughout the State.

At the present time, we have no plans for development of other programming beyond basic kitchen skills and safety.

A PROGRAM DESIGNED FOR THE VISUALLY IMPAIRED HOMEMAKER
Conducted 1972 and 1973

Purpose:

Using gas and electric appliances is particularly difficult for the visually handicapped. Because this segment of our consumer market needed special assistance, the Home Service Staff of the Public Service Company of Colorado undertook the project of designing a program to assist these individuals in developing their skills.

The purpose of the project was to explore and develop ways the Home Service Staff could provide an effective educational program for the blind homemaker. It would be designed to increase the competence of a blind person as an individual in the home and community.

It was felt that a group program could prove very beneficial, not only through information gained by instruction, but also through group association and a sharing of experiences with others who have the same handicap.

Objectives:

The program concentrated on four major objectives:

1. To inform and assist this special segment of our consuming public as to the safest and most efficient ways of utilizing gas and electric appliances in their own homes.
2. To demonstrate how to streamline work habits in the kitchen, in meal planning, and in food preparation.
3. To provide an opportunity for blind homemakers to develop self-confidence, pride and satisfaction in meal planning and food preparation.

A Program Designed For The
Visually Impaired Homemaker

4. To develop a manual for use by others wishing to design a similar program.

Research and Program Development

Initial planning began in January of 1971. Two staff Home Economists were assigned to obtain needed resource information to develop program format. Much of the year was devoted to gathering research since no single source of information was available which provided complete guidance in program development. The following resource people were contacted for information: agencies working with the blind, extension services, utility companies, universities, and major food companies.

Colorado Services for the Visually Impaired (formerly Colorado Services for the Blind), a state-supported agency providing instruction and counseling for the blind, was contacted because of their knowledge and experience in working with the visually handicapped. In the early months of 1972, meetings were held with the Supervisor of Home Teachers of this agency to discuss basic program format. Assigned staff members spent the month of June attending the "Workshop in Rehabilitation Techniques in Homemaking" sponsored by Colorado State University.

The Supervisor of Home Teachers instructed the two Home Economists in methods of working directly with blind people. She was not only an excellent teacher but knew a blind person's point of view, as she is legally blind herself.

Evaluation

In order to evaluate the effectiveness of the program in tangible terms, the blind participants were asked to respond to a follow-up questionnaire. It was designed to learn what information was most beneficial to them and how the information was being put to use in the home. The positive and enthusiastic response has led to establishing the program as an annual Home Service Department activity with continuing revisions and update as needed. We truly feel that we accomplished the first three objectives through program presentation. The enclosed manual is the accomplishment of the fourth objective.

As a staff, we felt this program provided valuable insight into future program development for handicapped individuals. The Home Service Department has been contacted to share experiences and knowledge gained with other agencies and interested individuals who work directly with the visually and physically handicapped. In addition, each member of the Home Service staff felt she personally benefitted from this rewarding experience.

Recommendations for Change

As a result of the follow-up questionnaires received from participants, some very worthwhile recommendations were suggested for future programs. The suggestions include the following:

1. Allow more time for actual recipe preparation on all three days. If time permits, a four-day program could allow for one complete session on measuring and pouring (Refer to Program Format, pages 46-47).
2. Allow more time for demonstration of kitchen aids and devices and

also labeling techniques. They suggested this could be done by cutting down on the time allowed for discussion of the range and portable appliances.

3. When pairing up two blind participants, strive for similar background experience.

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The first step in our research was to contact the American Foundation for the Blind. The American Foundation for the Blind is a private, non-profit agency established to carry on research, to collect and disseminate information, to advise and counsel on matters that improve and strengthen services to blind persons. The services themselves are provided through state and local agencies that work directly with the visually handicapped. In Colorado, Services for the Visually Impaired is a state supported service which provides instruction and counseling for the blind. There are an estimated 5,250 legally blind people in the State of Colorado (1976).

TYPES OF VISUALLY IMPAIRED PERSONS IN THE UNITED STATES

There are three types of blindness: the functionally blind, the legally blind and the totally blind. Approximately one million people are functionally blind and they cannot read ordinary print. There are approximately 483,000 people who are legally blind as of 1976. The legally blind can see no more at a distance of 20 feet than a normally sighted person can see at 200 feet. (A sighted person can partially simulate the experience of being legally blind by looking through a double folded plastic bag.) The totally blind comprise only 10% of the legally blind population.

The above people fall into two categories: congenital blind and newly blind. The congenital blind have been blind since birth or they have no visual memory. The newly blinded person will be more adept at performing tasks because they have a visual memory of things. One major difference between the two groups is that the congenitally blind may be able to accept their blindness better than the newly blind due to the fact that they have never experienced vision.

GUIDING A BLIND PERSON

Let him take your arm and have it slightly bent so that he may grasp above the elbow. Use a natural relaxed arm swing. When approaching a narrow hallway, bring your elbow in close to your body and slightly behind you, so that the individual comes in closer behind you. When passing through a closed door that is hinged on the right, the blind individual should be on the sighted person's right side. When returning through the same doorway, he will reverse arms so his free hand can reach out for the door.

When seating a blind person, check that the seat is free of any objects, then place his hand on the back of the chair and let him seat himself. Guide him verbally if necessary.

When approaching a stairway pause before the first step and mention if the stairs go up or down. Center yourself and tell him the location of the banister if there is one. Pause before the last step or tell him of the last step if he is not holding onto the banister. It is better and safer to give too much help rather than not enough.

The following pages will give you a specific example of familiarizing a student to a classroom. However, this information on guiding a blind person can easily be adapted to most any situation.

CLASSROOM FAMILIARIZATION

Understanding the location of a student's desk, the front of the room, doors and windows is very important for any individual in your classroom. When a sighted student enters a new classroom, he searches the area with his vision to determine the location of the windows, desks, etc. For the blind student, he must familiarize himself with the room through the information obtained from the auditory and tactual senses.

The mobility instructor has probably shown the student the location of his various classrooms, but chances are he has not been able to familiarize the student with the inside of your classroom. For a teacher who has never had any experience with a blind person, just the fear of what to do can be discouraging before you even meet the individual. A few minutes of your time on an individual basis will eliminate many of your anxieties. By working as a team, both the teacher and the blind student can develop a better understanding of the classroom and begin to build a bridge of communication.

First, meet the student at the door to your classroom and introduce yourself. Ask the student if he or she is familiar with your classroom. If not, one of two methods may be used in room familiarization:

1. You can offer your arm and become a sighted guide for the blind student.
2. The student may prefer to travel around the room by himself.

If a student prefers the sighted guide technique, you will be using the safe method of traveling with a blind person. The student will grasp your

arm just above your elbow and trail the wall with his free arm. If the student prefers to move around the room by himself, he will trail the wall with one arm and use protective techniques with the other. As the student begins to explore the room, you can explain the major reference points, such as the blackboard, windows, other doors, etc. and their relationship to the doorway entering your classroom. Only point out these reference points as the student comes in contact with them. This will help the student develop a systematic and organized concept of what is in your classroom and their relationship to other objects. The student is developing a spatial relationship of one object to another.

After exploring the entire room and returning to the entrance, ask the student what he has found and point out the general direction of the object. If there is an object in the center of the room and away from the wall, such as rows of desks or a table, inform the student of the general location of the objects from different reference points he has located while traveling around the room. Remember to use the words "right", "left", "in front", or "behind" when referring to objects in their relationship to the student. The words "over here", or "there", "this way" or "that way" usually are used with the sighted student because gestures are used; the visually handicapped person may not be able to see these gestures.

If there is anything in your classroom that is breakable or dangerous, be sure to inform the student of its location as he is exploring the room. Through communication, both you and the student have begun to overcome a real obstacle of the fear of the unknown.

If a student continues to have problems, contact your itinerant teacher, resource teacher, or mobility instructor.

You will soon find visually handicapped students have the same needs as the sighted student, but learn with the auditory and tactual senses. Remember, the visually handicapped student is first a person and second a handicapped person. He must accomplish the same objectives as the other students, but with some modification because of his visual limitation.

Anthony F. Manuele
Orientation and Mobility Specialist
Colorado Services for the Visually Impaired

GENERAL SUGGESTIONS

1. Be natural with blind people - they want to be treated naturally and accepted on their individual merits.
2. Use the words "blind" and "see" without hesitation - if a person tightens up when you mention the word blind, then use terms such as: visually handicapped, poor vision, or partially sighted.
3. Feel comfortable to ask about eyesight and don't avoid the subject. You might ask what they can see.
4. Be patient and unhurried at all times. It could take a blind person one and a half times longer than a sighted person to perform the same task. Their slowness is one of their major concerns. Tell them it is important to allow themselves enough time to work slowly.
5. Don't do things for blind persons that they could do for themselves. Keep in mind that developing their skills and self-reliance is your prime purpose. Allow the individuals to decide if they need help and how much help they want.
6. Stress what they can do rather than what they cannot do. Be honest. Don't project your own personal feelings, such as sympathy.
7. When you approach a blind person call him by name and identify yourself. Tell a blind person who is around him when taking him into a room or seating him at a table.
8. Remember that you must communicate by precise verbal descriptions. "The knife is a few inches in front of your left hand." NOT..."in front of you."

9. Offer assistance to a blind individual in any situation. For example, read the menu and food prices if you are in a restaurant together. Or offer to help read prices of grocery items in a supermarket.

KITCHEN ORGANIZATION

The kitchen in the blind person's home must be organized efficiently and conveniently for each individual. Have a special place for everything. Return items as soon as possible to the right place. This should be explained to the family because it is very frustrating to the blind person if kitchen objects are moved.

Storage Suggestions:

1. Store items near the area where they are used.
2. Store dishes so that one item does not have to be moved to get to another item. Taller objects should be at the back.
3. Dividers or boxes placed in drawers may be helpful in order to keep items separated.
4. Store appliance cords with the appliance. Use empty cardboard rolls (such as paper towel rolls) marked in braille for convenient storage.
5. Store sharp items so that they have protection. Knives placed in a knife rack, between cardboard, or in styrofoam will be safer for a blind person to find. (Have an example of a knife placed between cardboard to show them during the program.)
6. Measuring spoons that are hooked together are usually easiest to locate and use.
7. Some people may find a utensil board placed on the wall helpful. The board should have a tactual outline of the items that are stored there.

Other Suggestions:

1. Before starting a recipe, assemble all ingredients and supplies needed

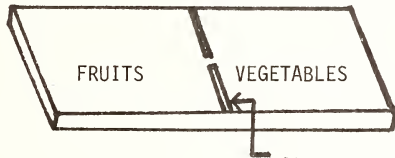
and put in one place. After using each item transfer it to another tray or put it away.

2. Keep cupboard and other doors shut tight for safety reasons.
3. Wear an apron to protect clothing. Attach a towel to the apron for convenience of wiping hands.
4. Check clothing to make certain there is nothing hanging loose which could catch fire.
5. Many blind people prefer to work on trays rather than to wipe up counters.
6. Newspapers may be spread on the floor to facilitate the cleanup of spills.

IDENTIFICATION AND LABELING

A major problem which blindness creates is the identification of items which one has usually identified by sight. Following are simple methods to help with identification:

1. By location --- place canned fruits on one side of a shelf and vegetables on the other side. Place items alphabetically from front to back if there are only a few. Use straws or dowel rods glued horizontally to a shelf to keep items separated.



Straws or dowel rods

2. By size, weight, shape, and texture --- tuna cans are a different shape than fruit juice cans. Corn flakes and granulated soap have different weights.
3. By sound --- a bottle of vinegar sounds different than a bottle of maple syrup.
4. By smell --- ammonia smells different than chlorine bleach.
5. By touch --- leave your favorite can of soup unbanded. Place one rubber band on the second favorite, two on the next favorite, etc. up to four rubber bands.
6. Similar to rubber bands, varying the number of pieces of household tape on a can helps in tactual identification.
7. Tear the label slightly on some cans to help identify the family favorites.
8. Use of staples, safety pins, thumbtacks, glue, or toothpicks may also help with identification.

9. Place several similar items in a plastic bag and label the outside of the bag. (See types of labeling supplies.)
10. Use a variety of colored cardboard patterns to identify items in the freezer. For example: a red circle could be taped on to a package of beef, a blue triangle for pork and a yellow square for lamb.

Labeling Major Equipment

Toothpicks or permanently raised dots made with glue or nail polish can be used to mark dials on major appliances. Make tactual markings on oven dial every 50 degrees. Mark all major equipment used for the program ahead of time. The method of labeling should be explained to each participant by the individual instructor. Obtain extra range dials to illustrate the number of different ways major equipment can be labeled for the home. A liquid solder or triangular file can also be used to mark equipment.

Check with local equipment representatives to obtain controls marked in braille. Some are provided free of cost, others charge minimal fees. General Electric makes braille controls free of charge for any General Electric range, washer and/or dryer; and Amana makes braille dials and a cookbook for their microwave oven.

Types of Labeling Supplies -- Braille and Non-Braille

Some of the following suggestions were obtained from a blind homemaker and volunteer for the visually handicapped.

Braille:

1. Canned goods marker kit -- used for staple food items because it will last for years. Available through American Foundation for the Blind.

2. Plastic-stick labels -- plastic with adhesive backing; 10" x 12" sheets which may be awkward to use. Available through American Foundation for the Blind.
3. Magnetic materials.
4. Flat waxed cardboard -- this material is found on milk cartons and margarine containers; and is suitable for marking in braille.
5. One-half inch embossing tape.
6. Flat plastic clips -- found on bread packages; use for both braille and regular print.
7. Snap on lids (Hershey's syrup and peanut cans) -- place embossing tape on top of these lids and use them on similar size cans. These can be re-used without having to label in braille each time.
8. Adhesive tape -- one half inch wide.
9. Scotch tape -- will last several weeks.
10. Brown wrapping paper -- this can also be brailled on.
11. Labelon tape -- good for spices and record albums because it is sturdy and lasts a long time. Available through American Foundation for the Blind.
12. Consult American Foundation for the Blind, Aids and Appliances catalogue for additional specialty needs.

Non-Braille:

1. Lobels -- miniature plastic fruits, vegetables, meats, etc. These are available through Mrs. Gladys Loeb (address in bibliography).
2. Raised letters

Each blind person should work out his own code of identification, but should remember not to cover the regular print which would hinder identification by a sighted person.

AIDS AND APPLIANCES

The Aids and Appliances Division of the American Foundation for the Blind offers a mail order service to provide special devices in solving or reducing the problems arising from blindness. The catalog listing these devices may be ordered by writing the American Foundation for the Blind, 15 West 15th Street, New York, N.Y. 10011.

Many common kitchen utensils have been discussed on the following pages. It is important to adapt home equipment when possible to help aid the visually handicapped in performing certain kitchen tasks. Many blind individuals may not have the income to spend on special devices.

MEASURING LIQUID AND DRY INGREDIENTS

General Procedures

1. Cover the work area with waxed paper and then measure over it. Any spill-over is collected on the waxed paper. Paper plates or pans may also be used. Spread newspaper on floor to facilitate cleanup.
2. If a pan or bowl has been used to catch liquid overflow, then a funnel may be used to return excess to original container.
3. Dipping into wide-mouthed containers for dry ingredients is easier than pouring from a box or spout. (Baby food jars are useful for any spices or extracts.)
4. Keep salt in a canister along with flour and sugar.
5. Pour extracts into custard cups before measuring if they aren't stored in wide-mouthed jars.
6. Utilize the levelers on baking soda and cornstarch boxes.
7. Measuring spoons, bent like a ladle, are easiest to use in wide-mouthed containers. Metal measuring cups may be used in the same manner.
8. Nested measuring cups and spoons are easiest to locate and use. Tupperware measuring cups and spoons may be useful aids.
9. The medaseptic teaspoon measure is useful for measuring one teaspoon of liquid.
10. Liquid ingredients are harder to measure than dry. Use standard dry measuring cups for measuring liquid ingredients. Practice with cold water before working with hot.

Correct Procedures to Measure Dry Ingredients

1. Pile flour lightly into measuring cup. Level with back of knife or

leveler. Sift if needed.

2. Pack brown sugar firmly into cup. This can be done in the bag, leveling with fingers from the outside of the bag. For granulated sugar, fill to overflowing and level.
3. Powdered sugar usually should be sifted before measuring. Lightly spoon into cup and level.
4. For salt, feel the spout with your finger and then move it to center of spoon. Feel with finger to level.

Pouring Liquid Ingredients

1. Color of cups can make a difference for a partially sighted person. Light cups are easier to pour coffee into than dark ones.
2. Notice the differences in types of spouts on coffee pots; some are easier to pour from than others. A coffee pot with a long narrow spout is preferable.
3. For cold liquids, place measuring cup on level surface inside a pan. Position thumb and middle finger of one hand around cup. Place spout at rim of cup with other hand. Feel spout with index finger of first hand. Pour slowly.
4. For hot liquids, grasp container with one hand and bring tip of spout to side of cup; raise spout up and over so that it will be centered over the cup. Use the index finger of the other hand as a guide to the location of the spout. Do not let weight of container rest on cup and do not use fingers to judge flow.
5. A partially sighted person may want to hold the cup to feel the weight of the receptacle as the liquid is being poured. The thumb also helps to feel steam from coffee.
6. Note the fullness of the receptacle by the following methods:
 - a) Place the finger over the rim.

- b) Notice the difference in sound of the liquid as it nears the top.
- c) Note the weight of receptacle.
- d) Note temperature of outside of cup.

In order for the instructors to become more proficient in teaching the previous procedures, each instructor should be blindfolded and practice pouring and measuring from some of the following items. These same procedures were also used as part of one session of the program to aid participants in measuring and pouring.

Procedures to Practice

POURING:	Cold from	Coffee Pot	into	Porcelain cup
		Milk Carton		Glass (8 oz)
		Soda Bottle		Paper cup
		Pitcher (cream)		Bowl
		Beer Can		Glass (8 oz)
	Hot from	Coffee Pot (long spout)	into	Porcelain cup
		Pitcher		Glass
		Saucepan		Bowl
		Tea Kettle		Cup
MEASURING:		Flour (sifted & unsifted)		Water
		White Sugar		Oil
		Brown Sugar		Flavorings
		Salt & Pepper		
		Baking Soda		

COOKING AND PRE-PREPARATION SUGGESTIONS

Cutting Slices:

- Gauge desired thickness of slice with index finger. Begin slicing but stop half way down to re-check the size of slice you are getting. Consider each individual's safety --- if it is too hard to cut the last slice, leave as is.
- A cheese cutter may be useful in gauging the thickness of cheese slices.
- When cutting meat, the fork may be used as a guide to the thickness of the slice.
- A board with two stainless steel nails may be easier to use for cutting foods. The food item is placed between the nails to secure it, or you may wish to anchor the food on the nails.
- Kitchen shears are an excellent aid for scoring fat on meats or chopping vegetables such as celery.
- Magna Wonder Knives (available through the American Foundation for the Blind) will automatically gauge the thickness of food slices.
- Aluminum foil can aid in cutting pie. Cut the foil to the size of pie piece desired. Place the foil on the pie and follow the outline of the foil with a knife.

Coring and Peeling:

- A vegetable peeler is the easiest tool to use for peeling fruits and vegetables.
- A quick and easy way to peel tomatoes, if they are not afraid of hot liquids, is to place a fork in the core of the tomato and submerge in boiling water for 30 seconds.

- When coring foods use a corer if possible. If they do not have a corer use a vegetable peeler and move thumb ahead of your work so you can feel where the core is located. Also check for blemishes.
- To peel potatoes, start as near to the top as possible and use long continuous strokes, rotating potato. Place peeled potatoes in cold water for a short time and the blemishes and accidentally missed pieces of peel will be easier to feel.

Mixing Ingredients:

- To hold a bowl in place for beating, set it on a damp cloth or rubber mat.
- Use mixing bowls that are large enough to permit mixing without spilling. Consider the convenience of using mixing bowls with a pouring spout.
- Toss salads in a heavy plastic bag to avoid scattering.
- Use a capped jar for combining a paste of water and flour.

Spreading Substances:

- For soft substances such as mayonnaise, apply a sufficient amount in the center of bread. With a knife, spread to the edges and check with finger along side the bread for any excess.
- For semi-solids such as butter, spread at intervals around bread and spread toward the center. Consider the convenience of soft whipped margarine.
- To get correct amount of filling (chicken salad) for a sandwich use a small ice cream dipper or small measuring cup.

Eggs:

- Egg slicers might be a convenience for a blind person.

- Cold eggs are easier to separate than room temperature eggs. An egg separator, slotted spoon, or sieve may aid in separating eggs. Crack eggs into custard cup first to check for shells.
- The fresher the egg, the harder they are to peel when hard-boiled.
- Use a pastry blender to chop hard cooked eggs for egg salad.

Frying:

- Saucepans with handles that will not conduct heat are preferable.
- Place food to be fried in skillet in a definite order. Turn food in the same order to ensure no pieces will be missed. Tongs can be used for turning larger pieces of meat. Use a spatula for ground meat. A special food turner is available through the American Foundation for the Blind catalog.
- To cook fried potatoes or a similar food, stir and lift from the outside of pan towards the center. This makes certain all of the food will be turned. Make certain spatula is touching the bottom of the pan to avoid mashing food.
- Use a potato masher to break up such items as ground beef while it is browning. Or break the food up before the heat is turned on.
- When frying eggs, add one tablespoon of water and cover the pan so that the eggs don't have to be turned. This gives an egg an "over-easy" appearance. An empty tuna fish can with both ends removed may be helpful in frying eggs. Simply grease the inside of the can and place in the fry-pan. The egg can easily be broken into the can and retain a nice appearance.
- Place bacon in cold electric skillet so the strips are parallel to each other. Put bacon grid on top; don't plug skillet in until ready to turn on. Set timer for length of cooking time and set temperature. Use tongs to find handles to turn control off or unplug unit from wall. Place bacon grid completely out of the way. Alternate methods include use of a microwave oven or baking in a conventional oven.

- A baster can be a helpful aid in removing grease from a skillet. A blind person may feel much safer using this method rather than pouring the grease from the pan. Practice using water before attempting with hot grease.

Oven Cooking:

- Oven cooking and broiling may be easier for a blind person than frying.
- Oven fry foods such as bacon at 400 degrees for 12 to 15 minutes. Do the same with sausage and chicken to eliminate turning these foods.
- To remove large pieces of meat from roaster, cover meat with clean dish towel and lift with potholders. This is easier for a blind person rather than trying to balance the meat with forks.
- Use thermometers to tell doneness of meat --- there is an excellent braille thermometer on the market.

Miscellaneous Tips:

- Use a 1/4 cup dry measure to measure hamburger for patties. Make plenty and freeze for later use.
- Use a metal tea ball for holding any spices that should be removed from the food before serving.
- When seasoning with salt and pepper, shake into hand before adding to the foods so that you don't get too much.
- Use wooden spoons instead of metal when stirring hot foods because metal retains heat.
- Start cereal, cornmeal, spaghetti, etc. in cold water rather than adding to boiling water.
- Use an ice cream dipper to make drop biscuits, meatballs or to fill muffin pans.
- Use a melon baller to make drop cookies.

- Dried onion and parsley may be easier to work with than fresh.
- A blender might be the easiest way to make coleslaw.
- In grating, do not attempt to grate the very last bit of the food.
A blender may be helpful here.
- A whistling tea kettle might be a convenience for a blind person.

TOUCH AND FEEL IN COOKING

Because a visually handicapped person's sight is impaired he must rely on his other senses. The senses of hearing, smell, taste and touch are not necessarily better than a sighted person, however, they become much more aware of them.

Generally, the baking time called for in a recipe can be relied upon to tell when a product is done if the directions have been followed. However, here are a few suggestions for judging the doneness of certain products. Always take care not to touch a hot pan. Use a fork or spoon to locate biscuits, etc. and then guide investigating finger of free hand to food item.

- Cookies are crusty, firm and rough when baked.
- A toothpick inserted into the center of a cake comes out clean when the cake is done.
- Insert a steel knife blade into custard pies or puddings. If it feels clean, the food is finished.
- A fork inserted into the fruit of a fruit pie tells if it is soft and cooked. A pie crust that feels crisp is a delicate brown.
- Meat feels rough and dry when browned.
- Biscuits have a firm crust.
- Smell can also determine whether food is cooking too rapidly or is nearly done.
- Listen to the sound of foods being fried. Sound changes as food becomes brown and loses its moisture.
- For top burner sauces, it is easy to "feel" the sauce thickening as it is stirred.

- Tell how fast food is cooking on top burners by feeling vibrations through handle of pan.
- A fresh egg has a rough and chalky shell; a less fresh egg has a very smooth shell, almost polished in feel. The fresher the egg, the harder they are to peel when hard boiled.

SAFETY SUGGESTIONS

One of the major concerns of a blind person is for their safety. It is important for the instructors to stress safety precautions throughout the entire program. Safety suggestions are made throughout the manual. Remember that all good safety practices apply doubly to the visually impaired individual.

Knives:

- When using a knife always cut on a cutting board and cut away from the body.
- When laying a knife down, always lay the knife blade in the same direction. This will prevent accidental contact with the sharp edge of the blade.
- When carrying a sharp knife, it should be carried by the handle in a vertical position blade down. The handle should be held loosely and never gripped tightly. The other hand should be used in front of the knife as a "bumper" guard.
- Never leave a sharp knife in the sink and/or mixed with other cutlery or utensils. Wash and put it away or place it behind the faucet until you wash the dishes.

Hot Foods:

- Before lifting something hot make certain there is a place clear to set the item down.
- When carrying a hot pan across the room, wear an oven mitt on the carrying hand and always wear an oven mitt on the free hand. The free hand should be held in front of the pan like a "bumper" guard.
- Never leave a hot pan in the sink.
- Do not leave dishes in the sink as someone may set a heavy object on top causing breakage.

- Drain vegetables that have been boiled in water by pouring into a colander placed in the sink. A large sieve may also be used.
- Remove the lid from steaming foods by lifting the edge away from you to prevent burns. Keep uncovered hands away from hot liquids.
- Discard package wrappings and tops of cans immediately. It is important to clean up spills around the range immediately. Always try to keep an uncluttered work area.
- Never use water on a grease fire! Baking soda smothers range fires.

RANGE AND SAFETY PRECAUTIONS

To Light a Gas Range:

- Gas range with automatic pilot: Turn on and listen for the sound of gas igniting (if the smell of gas is noticed, turn it off and repeat procedure). Determine flame size by holding hand high over burner when turning controls to different positions.
- Gas range without automatic pilot: Place saucepan on center of cold burner. Strike match, place under edge of pan and turn control on. Never turn gas on before lighting match.
- If you have to light the oven use long fireplace matches or a paper straw with a pinched end. After use, throw the match into a can, into the sink, or in water.
- Never leave a gas burner on, even for a short time, if the pan has been removed.
- Always light burners from a normal standing position.

Top of the Range:

- Do not leave dishcloths or towels near the range and always check top of range before you turn burners on.
- Whenever possible place cold pans on cold burners. You can center it by placing both hands on outside of pan touching the burner rim at the same time.
- If burner or pan is hot, the handle of a long spoon or other utensil may be used. Move it vertically along side of the pan and rim of burner at the same time. This will center the pan.
- Never place a pan handle directly to the front where it may be accidentally knocked off the range. Place the handle toward the outside edge or slanted toward the back of the range. It may be turned inward provided this does not interfere with another burner or pan.

- Give thought to placement of pans on top burners to avoid having to reach over steaming foods to stir foods at the back. Longer cooking foods should be placed in the back.
- Position of control dial, sound of cooking, and relative temperature in immediate vicinity provide clues regarding intensity of heat.

Oven and Broiler:

1. Check to make certain there is nothing in the oven before turning it on.
2. Whenever possible, place food items into cold oven (except most baked products).
3. Adjust rack to desired position before the oven is turned on. When baking or roasting, center the rack in the oven.
4. Have food to be baked on top of stove or on nearby counter. Open door, pull out rack, and press down with mitts to make certain rack is secure. Place pan on center front of rack and gently slide back into oven.
5. For safety when reaching into a hot oven, stand to the side of the oven to open the door. It is always best to pull racks out before putting food in or taking food out of the oven.
6. To check doneness or to turn food item, always pull out rack and place pan on top of range. Do not check the food while it is still in the oven.
7. Oven or barbecue mitts are very helpful. Even though they are rather bulky, a blind person cannot burn himself.
8. The procedure for broiling is the same as for oven cooking except the door should be left ajar while broiling in an electric range. In a gas range, the door is always closed.

Orientation to the Range:

Blind persons will use the back of their hands against the front surface of the counters and appliances for orienting themselves. Never suggest the use of the palm of the hand on the top surface of a range because the danger of encountering a hot burner or pan.

It may be helpful to take their hand and show them the different parts of the range as they are explained. Show them the top of the range by locating burners and control knobs for each burner. Explain any labeling and let them practice with the cold range. Take one burner apart and identify drip pan and grate or element, and how to clean and replace parts.

Feel the oven door and the control for turning on the oven. (Note the tactual markings at temperature settings of every 50 degrees.)

Pull out oven racks to lock-stop position. Adjust shelves to different positions in cold oven.

PORTABLE APPLIANCES AND SAFETY PRECAUTIONS

To get the most from portable appliances, the manufacturer's recommendations should be followed. If a new appliance has been purchased, the use and care book should be read to the visually handicapped person. Using and caring for any portable appliance properly will give maximum performance and longer service. Some general use and care hints to keep in mind:

- Controls should be in the OFF position before connecting the appliance cord. If the appliance has a detachable cord set, plug it into the appliance first and then into the wall outlet. To disconnect, remove the cord set from the wall outlet first and then from the appliance. Always grasp the plug and not the cord.
- Unplug heating appliances immediately after use and allow to cool before cleaning and storing. Never immerse an appliance in water unless specifically labeled.
- Season non-stick finished appliances by rubbing with a paper towel coated with unsalted shortening or oil. To avoid scratching non-stick surfaces, use nylon, wooden, or plastic-coated utensils.

Blenders:

Blenders can whip up a milk shake, chop crackers or nuts, blend potato pancakes, dips or a salad dressing. The speed of the blades can be varied for the specific job from very low to super fast, with 2 to 10 or more speeds. Most operations can be done with a 2-speed blender. With each increase in speed setting, an increase in power can be heard.

Blenders do not substitute for mixers, since they cannot whip cream or egg whites, or mix complete cake batters satisfactorily. But for many jobs they can become a special aid to the visually handicapped. By adding a

little water to the container, onions, cabbage, and other vegetables can be grated or chopped in seconds. A few hints on using the blender safely and efficiently:

- Make sure container is firmly in place and lid is on securely before starting motor.
- Don't overload; add ingredients in small amounts.
- When blending large quantities, start at a low speed.
- When motor is sluggish on a lower speed, switch to a higher one to complete processing.
- Use a quick on/off motion for chopping and to prevent over-blending.
- A blind person should always stop the blender before scraping down ingredients with a rubber spatula.
- Clean container by filling half full with warm water, add a few drops of liquid detergent, cover and blend briefly on low speed. Rinse and dry thoroughly. Or wash in dishwasher if directions permit. Clean motor base with a damp cloth, and dry.

Coffee Makers:

A lightweight coffee maker with an easy-to-grip heat resistant handle is easiest for a blind person to use. Pouring coffee is generally easier with a long thin spout. Some reminders when using any electric coffee maker:

- Always use a clean coffee maker, cold water and fresh coffee.
- Rinse the basket with cold water before adding coffee. This will keep the fine grounds from falling into the brew. Place your finger over the pump stem while filling basket, to avoid clogging. Be sure stem is set securely in well.
- Always disconnect coffee maker after last cup is poured.

- Remove basket of grounds immediately after coffee has brewed to prevent bitter oils from dripping down into coffee.

Mixers:

Always be sure mixer is in OFF position before inserting beaters. The lighter weight portable mixers can be used for making most products, however, the standard mixer has a heavy duty motor for breads and heavier doughs. When using a portable mixer, place a damp cloth underneath the bowl to keep it from sliding. A blind person should always turn off the mixer in order to stir the product as the utensil or beaters could be damaged.

Frypans/Skillets:

Frypans or skillets are very versatile as they may be used for frying, braising, steaming, pan-broiling, stewing, baking or simmering foods. A skillet may be easier to use for the visually handicapped person than the electric or gas range. Toothpicks, glue or nail polish can be used to mark the controls at different heat settings. Some safety precautions to keep in mind:

- Always open the lid away from the body, since the blast of hot steam could cause injury.
- The temperature dial may get hot. If located close to the skillet, use caution when operating.
- If a grease fire should start, pour salt or baking soda on the fire or smother fire with a lid.
- Many skillets are immersible, but follow the manufacturer's instructions. Allow to cool completely before washing to avoid a burn and also to prevent warping the pan.

While using any appliance, keep the work area clean of objects which might become caught in the cord. Beware of the cord dangling over the counter top. A cord winder or rubber band can be used to tie up any excess cord.

PLAN OF ACTION

The following list is a sequence of events the Home Service Staff used in setting up a program for the visually handicapped homemaker.

1. Gather research for your particular area.
2. Contact a local agency that works directly with the visually handicapped.
3. Work with the local agency on suggestions they have for such a program and select faculty members to cover subjects such as orientation and mobility, community resources, food labeling, aids and appliances, etc.
4. Decide on objectives and goals of the program.
5. Outline basic program format.
6. Decide on room location --- define work centers.
7. Decide on number of participants as a result of work centers.
8. Plan dates and length of program.
9. Mail letters to obtain interested participants for the program.
10. Fill out questionnaires on each participant.
11. Decide on recipes for the program.
12. Finalize program format.
13. Divide participants into groups of two according to individual skills and type of home equipment.
14. Order films for staff training.
15. Train the instructors who will be teaching the blind.
16. For each recipe, make a list of the tray set-ups, the grocery order and the total equipment list.
17. Check both major and portable equipment list. Make arrangements for additional equipment needed.
18. Make staff assignments and assign instructors to blind participants.
19. Arrange for recipes to be printed in braille, in large type print and on cassette tapes.

20. Check on transportation details.
21. Order braille equipment controls.
22. Mark equipment controls.
23. Make arrangements for aids and appliances for the blind.
24. Following program, send out evaluations to each participant.
25. Compile results and make suggestions for future programs.

After the initial contacts were made for a supporting local agency and to obtain resource information, basic program format was outlined. Prior to further program development, letters were sent to possible workshop participants to determine their interest in attending the three-day workshop. In order to learn the extent of each homemaker's skills, questionnaires about each participating blind person were filled out by home teachers from Colorado Services for the Visually Impaired. This helped to determine staff training in order to meet each homemaker's specific needs. And as a result of compiling the information from the questionnaires, recipes were selected based on the skills involved. Arrangements were also made for each participant to work with the same type of major equipment they had in their homes.

On the succeeding pages you will find the initial letter sent to the blind participants, the questionnaire and the recipes used for the program.

LETTER TO WORKSHOP PARTICIPANTS

August 28, 1972

Dear Homemaker:

The Home Service Department of the Public Service Company of Colorado, in conjunction with the State Division of Rehabilitation, Services for the Visually Impaired, is planning to conduct a seminar of cooking classes to help the visually handicapped. The program will include: the safety, use and care of appliances; labeling of food items; basic food preparation techniques; and meal serving.

We have set aside dates of October 17, 19 and 24, 1972 from 10:00 a.m. to 1:00 p.m. The classes will be held downtown, 550-15th Street, at the Public Service Company's Home Service Center. Transportation can be provided if necessary.

We would like to know if you are interested in participating. If so, please call Carole Meisel, Supervisor of Home Teachers at 892-2763 before September 10. She will answer any additional questions you may have as well as register you for the class.

Sincerely,

Judy Fouret, Director
Home Service Department

JF/am

QUESTIONNAIRE

NAME _____ APPROXIMATE AGE _____

READING ABILITY _____

DIETARY OR PHYSICAL LIMITATIONS _____

GAS OR ELECTRIC RANGE IN HOME _____

Please check (X) the appropriate spaces of the following skills and appliances about each client. Make comments where necessary.

FOOD PREPARATION SKILLS

	<u>Does Efficiently</u>	<u>Needs Help</u>
Measure liquid ingredients	_____	_____
Measure dry ingredients	_____	_____
Measure shortening	_____	_____
Cream products together	_____	_____
Use flour sifter	_____	_____
Knead dough	_____	_____
Use rolling pin	_____	_____
Use cookie cutter	_____	_____
Break & separate eggs	_____	_____
Peel vegetables & fruits	_____	_____
Chop & slice	_____	_____
Grate	_____	_____
Handle sharp tools safely	_____	_____

COOKING SKILLS
(Surface & Oven)

	<u>Does Efficiently</u>	<u>Needs Help</u>
Sauté	_____	_____

	<u>Does Efficiently</u>	<u>Needs Help</u>
Fry - turning foods	_____	_____
Simmer & boil	_____	_____
Place pans on units	_____	_____
Turns units on & off	_____	_____
Stir mixtures	_____	_____
Pour hot liquids	_____	_____
Pour cold liquids	_____	_____
Place hot items on serving dishes	_____	_____
Adjust racks	_____	_____
Set oven temperature	_____	_____
Place pans in oven	_____	_____
Remove hot foods	_____	_____
Test foods for doneness	_____	_____
Broil & Bake	_____	_____

PORTABLE APPLIANCES

	<u>Does Have</u>	<u>Needs Help</u>	<u>Uses Efficiently</u>	<u>Does Not Have</u>
Blender	_____	_____	_____	_____
Electric can opener	_____	_____	_____	_____
Manual can opener	_____	_____	_____	_____
Coffee maker	_____	_____	_____	_____
Electric knife	_____	_____	_____	_____
Portable electric mixer	_____	_____	_____	_____
Standard electric mixer	_____	_____	_____	_____
Toaster	_____	_____	_____	_____

	<u>Does Have</u>	<u>Needs Help</u>	<u>Uses Efficiently</u>	<u>Does Not Have</u>
Toaster-oven	_____	_____	_____	_____
Waffle iron	_____	_____	_____	_____
Other	_____	_____	_____	_____

Please list on the back other areas in which the client could use help. This might include better kitchen storage, food storage, labeling of food items or appliances, etc.

RECIPES AND TECHNIQUESBACON, LETTUCE AND TOMATO SANDWICHES
(Day 1)

6 slices of bacon
1/2 head of lettuce
1 tomato
6 slices of bread
Mayonnaise
Butter
Salt and pepper

1. Fry bacon; drain off grease.
2. Wash lettuce and tomato. Separate lettuce leaves.
3. Toast bread, if desired. Spread with mayonnaise or butter.
4. Combine sandwich starting with bacon, then tomato and lettuce. Salt and pepper lightly.

Yield: 3 sandwiches

Techniques:

Coring
Slicing
Washing vegetables
Frying
Draining hot grease
Removing food from hot skillet
Toasting
Spreading bread
Differentiating seasonings
Combining sandwich ingredients

GOULASH
(Day 2)

2 tablespoons butter or margarine
1 small onion, chopped
1 pound ground beef
1/4 cup chopped green pepper
1 1-pound can stewed tomatoes
1 1-pound can water
1 1/2 cups macaroni
1 teaspoon salt
1 teaspoon Worcestershire sauce
Dash pepper

1. Melt butter on medium heat. Sauté onion until transparent. Add ground beef and cook until browned. Drain off excess fat.
2. Add green pepper, tomatoes, water, macaroni and seasonings to beef and onions. Bring to a boil.
3. Turn heat down, cover and simmer 10 minutes. Stir occasionally to prevent sticking. When done, turn to warm and leave covered until ready to serve.

Yield: 4 servings

Techniques:

Measuring shortening, solids, liquid and dry ingredients
Chopping
Melting
Sautéing
Browning meat
Draining grease
Boiling and simmering
Opening cans
Pouring liquids
Combining ingredients
Lifting lid from hot pan
Stirring hot ingredients

CHOCOLATE CHIP COOKIES
(Day 3)

2 1/2 cups sifted flour
1 teaspoon baking soda
1 teaspoon salt
1 cup butter or margarine, softened
3/4 cup sugar
3/4 cup brown sugar
1 teaspoon vanilla
2 eggs
1 12-ounce package semi-sweet pieces
1 cup chopped nuts (optional)

1. Sift together flour, soda, and salt; set aside.
2. Cream together butter, sugar, and vanilla until light and fluffy. Add eggs and blend well.
3. Add sifted dry ingredients and beat well on medium speed. Add semi-sweet pieces and nuts.
4. Drop by rounded teaspoonfuls onto greased cookie sheets.
5. Bake in a preheated 375°F. oven for 10 to 12 minutes.

Yield: 50-60 cookies

*Recipe adjusted for 5,000 feet.

Techniques:

Sifting
Measuring liquid and dry ingredients
Creaming
Breaking and separating eggs
Use of portable mixers --- safety
Dropping and spacing cookies on baking sheet
Pan and rack placement in oven
Doneness tests
Safety with hot pans

STAFF TRAINING

Following finalization of program format, staff training began two months prior to the program. As a result of initial research, general information regarding blindness was compiled and circulated to all members of the staff to give them a general orientation to the blind individual and some of the problems he faces.

Six training sessions for the home economists were held so that the principles of working with blind individuals could be put into practice. The sessions were held once a week for two hours each day. The following are the topics that were covered during each session.

Session One:

Explain program outline, room set-up, staff assignments.

Preview two films: "Woman of the House"

"What Do You Do When You See A Blind Person"

(Both films were ordered from the American Foundation for the Blind.)

Practice guiding a person who is blindfolded. (See page 2)

Discuss types of visually handicapped individuals. (See page 1)

Discuss labeling techniques. (See pages 10-13)

Session Two:

Discuss kitchen organization. (See pages 8-9)

Discuss use and care of the range and safety precautions. (See pages 27-29)

Practice orienting each other to the individual kitchen while blindfolded.

Discuss aids and appliances for the blind. Catalogue and appliances can be obtained from American Foundation for the Blind.

Session Three:

Safety suggestions. (See pages 25-26)

Touch and feel in cooking (See pages 23-24)

Techniques in measuring liquid and dry ingredients. (See pages 15-17)

Pouring liquid ingredients. (See pages 16-17)

Practice measuring and pouring techniques while blindfolded.

Session Four:

Cooking and pre-preparation suggestions. (See pages 18-22)

Make bacon, lettuce and tomato sandwiches while blindfolded.

Additional suggestions from staff.

Session Five:

Prepare goulash while blindfolded.

Additional suggestions from staff.

Session Six:

Prepare chocolate chip cookies, coffee and lemonade while blindfolded.

SUGGESTIONS RELATING TO PROGRAM PRESENTATION

1. In the beginning everyone should be introduced. Each of the instructors should briefly describe themselves --- height, hair color, age. You may also want to mention your hobbies or interests. Blind individuals like to visualize you in their minds.
2. One instructor should give a general orientation of the room --- size, windows, doors, etc. Later each instructor will fully describe the individual kitchen where they will be working.
3. General room orientation may be handled in terms of north, south, east and west.
4. When possible, describe the location of closely arranged objects in terms of their position on the face of a clock. (This clock method should be explained in the general orientation.)
5. During the program be sure to keep things in the same place. At home this would follow naturally, as they know where they store items.
6. When putting something down where blind individuals are working, tell them what and where it is. Don't move any items without telling them.
7. Encourage them to use their hands but stress cleanliness.
8. Have a job for each person so they do not lose interest.
9. Two trays were set up for each kitchen location. One tray contained all the equipment needed for the recipe and the other tray contained all the food.

PROGRAM FORMAT
FOR VISUALLY IMPAIRED HOMEMAKERS
1972 - 1973

Day I - Tuesday, October 17

- | | |
|---------------|---|
| 10:00 - 10:15 | Introduction and Orientation to Room
Preview of Course
Orientation to instructors and participants
Give out packets of information |
| 10:15 - 10:45 | Discussion of Use and Care of the Range
Safety Precautions - group comments
Divide participants into six groups with assigned instructors |
| 11:15 - 12:30 | Preparation of Food
Bacon, lettuce, tomato sandwiches
Potato chips and drinks (already prepared) |
| 12:30 - 1:00 | Eat lunch participants prepared
Inform them of next day's projects |

Day II - Thursday, October 19

- | | |
|---------------|---|
| 10:00 - 10:30 | Additional questions or comments
Discussion of Use and Care of Small Appliances
Safety Precautions - group comments |
| 10:30 - 11:00 | Demonstrate Kitchen Aids and Devices for the Blind
Comments from group
Divide into same six groups |
| 11:00 - 11:25 | Practice Pouring and Measuring Hot and Cold Liquids
Practice Measuring Liquid and Dry Ingredients |
| 11:25 - 12:30 | Preparation of Food
Goulash
Carrots, celery, orange juice, coffee (already prepared) |
| 12:30 - 1:00 | Eat lunch participants prepared
Inform them of next day's projects
Bring a sandwich for next session |

Day III - Tuesday, October 24

- | | |
|---------------|---|
| 10:00 - 10:45 | Additional questions or comments
Discussion and Demonstration of Braille and Non-braille
Labeling of Food Items |
|---------------|---|

- 10:45 - 11:15 Discussion of New Appliances on the Market
 (microwave oven, trash masher, indoor grill,
 Ronson food center)
 Questions from group
- 11:15 - 12:30 Preparation of Food
 Chocolate chip cookies
 Orange juice and coffee (already prepared)
- 12:30 - 1:00 Eat lunch participants prepared
 Evaluation of entire program
 Give away baby food jars

INFORMATION PACKETS

The following information was specially designed for each participant's reading ability. These packets for home use were assembled as a result of the questionnaire and fell into the categories of braille, cassette tape, and large type print. Each packet was slightly different due to the availability of materials.

Braille Packet:

Braille edition of "Easy Ways to Delicious Meals" by Campbell Soup Company.

Canned goods marking kit ordered from American Foundation for the Blind.

Braille program recipes printed by the local Red Cross organization.

Adjustments for high altitude cooking printed in braille by the local Red Cross organization.

"Aids and Appliances" catalogue by American Foundation for the Blind.

A typed listing of cookbooks available to blind persons.

Cassette Packet:

Cassette tape of "Cooking with Betty Crocker Mixes" by General Mills.

A set of embossed letter labels and raised print letters and numerals.

Program recipes prepared on cassette tapes.

Adjustments for high altitude cooking prepared on cassette tapes.

"Aids and Appliances" catalogue by American Foundation for the Blind.

A typed listing of cookbooks available to blind persons.

Large Type Packet:

Large print edition of "Easy Ways to Delicious Meals"
by Campbell Soup Company.

Large print edition of "Cooking with Betty Crocker Mixes"
by General Mills.

Program recipes prepared in large type print.

Adjustments for high altitude cooking prepared in large
type print.

"Aids and Appliances" catalogue by American Foundation
for the Blind.

A typed listing of cookbooks available to blind persons.

THANK YOU LETTER TO WORKSHOP PARTICIPANTS

November 30, 1972

Dear Homemaker:

It has been over a month since our program. We hope you will take time to share with us how you have been applying what you learned those three days. We will appreciate any comments you have to help us evaluate the program.

Enclosed is a confidential questionnaire and self-addressed envelope, we hope you will fill out and mail back to us at your earliest convenience. Also enclosed is an article about the program that appeared in our Company magazine, and a tape with recipe and high altitude information.

Again, we want to tell you how much and how often we think and speak about our three days together. Best wishes for the Holidays.

Sincerely,

The Home Service Staff and
Colorado Services for the Visually Impaired

enclosures

FOLLOW-UP EVALUATION

1. What part of the three day program was most helpful to you?

2. Do you feel more time should be given to certain areas? If so, which areas? (use & care of range, use & care of portable appliances, kitchen aids & devices for the blind, labeling techniques, new appliances on the market, pouring & measuring of liquid & dry ingredients, actual recipe preparation, other).

3. As a result of the information you learned, how has it helped you in your home?

4. How was the information in the packet helpful to you?

5. List any suggestions that would be helpful to the instructors.

6. What other information or subject matter could have been added to the course?

ADDENDUM

Workshop Procedure for Training Sighted
Instructors and Parents of the Visually
Handicapped.

This portion of the manual provides additional information on training educators or individuals working with the visually handicapped. The Home Service Department, in conjunction with American Foundation for the Blind and Colorado Services for the Visually Impaired, developed a workshop for several Colorado teachers and graduate students who deal directly with visually handicapped individuals. The following pages include an outline of the workshop, the recipes used to give participants practical experience while blindfolded, and an evaluation of the workshop.

Participants worked in groups of two or three with a Public Service Company Home Economist. Participants took turns being blindfolded to gain the experience of no vision as well as instructing blind individuals. Participants were blindfolded in the food preparation and orientation and mobility sessions. The home economists would make suggestions as needed.

The information disseminated to group participants during the entire workshop is found on the preceding pages of this manual.

WORKSHOP OUTLINE
FOR SIGHTED INSTRUCTORS AND PARENTS
1974 - 1976

Day I - Wednesday, February 27

- 8:30 - 9:00 Coffee served as participants arrive
- 9:00 - 9:30 Introduction of Speakers and Participants
 Moderator - Home Economist for PSCo
- 9:30 - 10:00 What is Blindness? Orientation to Working with
 Blind Individuals -- Lecture and Discussion
 Speaker - Supervisor of Home Teachers,
 Colorado Services for the Visually
 Impaired
 [*Refer to pages 1, 6-7]
- 10:00 - 10:20 Film: "What do You do When You Meet a Blind Person?"
 (Available through American Foundation for the Blind;
 16mm; 18 minutes)
- 10:20 - 12:00 Mobility Training and Actual Practice of Being a
 Sighted Guide
 Speaker - Orientation and Mobility Specialist
 Colorado Services for the Visually
 Impaired
 [*Refer to pages 2-5]
- 12:00 - 1:00 Lunch - Bring a sack lunch -- we provide beverage
- 1:00 - 1:15 Explanation of Training Procedure
 Speaker - Home Economist for PSCo
- 1:15 - 2:30 Group Participation in Training
 Divide into groups of four (three participants
 and one home economist). A kitchen area was
 provided for each group and two of the partici-
 pants were blindfolded while practicing the
 following techniques: [*Refer to page 50]
1. Orientation to kitchen and range.
 2. Measuring liquid and dry ingredients.
 3. Practice separating eggs.
 4. Preparation of Pound Cake or Banana Bread
 5. As each group finished making their product, card tables were placed in the center of the room to practice measuring and pouring liquid ingredients.
- [*Refer to pages 15-26]

- | | |
|-------------|---|
| 2:30 - 2:45 | Use, Care and Safety of the Range
Speaker - Home Economist for PSCo
[*Refer to pages 27-29] |
| 2:45 - 3:00 | Use, Care and Safety of Portable Appliances
Speaker - Home Economist for PSCo
[*Refer to pages 30-33] |
| 3:00 - 3:15 | Discussion of Microwave Ovens
Speaker - Home Economist for PSCo |
| 3:15 - 3:30 | Serve Banana Bread or Pound Cake |

Day II - Thursday, February 28

- | | |
|---------------|--|
| 8:30 - 9:00 | Coffee and Orange Juice |
| 9:00 - 9:45 | Evaluation of Previous Day's Session
Discussion Leader - Home Economist for PSCo |
| 9:45 - 10:05 | Aids and Appliances for the Blind
Speaker - Home Teacher for Colorado Services
for the Visually Impaired
[*Refer to page 14] |
| 10:05 - 10:15 | Explanation of Training Procedure
Moderator - Home Economist for PSCo |
| 10:15 - 12:15 | Break into same two groups with opposite two
people being blindfolded
1. Preparation of Tossed Green Salad
2. Preparation of Goulash |
| 12:15 - 1:15 | Set table blindfolded
Lunch - Goulash, Tossed Green Salad and French Bread |
| 1:15 - 1:45 | Kitchen Organization
Speaker - Home Economist for PSCo
[*Refer to pages 8-9] |
| 1:45 - 2:15 | Identification and Labeling of Food and Supplies
for the Blind
Speaker - Supervisor of Home Teachers, Colorado
Services for the Visually Impaired
[*Refer to pages 10-13] |
| 2:15 - 2:30 | Discussion of Resources Available to Teachers of
the Blind
Speakers - Regional Consultant, American
Foundation for the Blind
- Supervisor of Home Teachers, Colorado
Services for the Visually Impaired |
| 2:30 - 3:00 | Group Discussion and Evaluation |

RECIPES AND TECHNIQUES

FAVORITE POUND CAKE (Day 1)

1 cup butter
1 1/2 cups plus 2 tablespoons sugar
2 teaspoons vanilla
4 eggs
3 cups sifted all-purpose flour
1 teaspoon baking powder
1/4 teaspoon salt
1 cup milk

1. Cream butter and sugar until light and fluffy. Add vanilla and blend; add eggs one at a time, beating thoroughly after each addition.
2. Sift together flour, baking powder and salt. Add to creamed mixture alternately with milk.
3. Pour batter into a well-greased 10-inch tube pan. Bake in a preheated 350°F. oven for 1 hour and 10 minutes.

Yield: 1 10-inch cake

*Recipe adjusted for 5,000 feet.

Techniques:

Creaming ingredients with electric mixer
Measuring liquid and dry ingredients
Breaking eggs - could practice separating whites from yolks
Sifting ingredients
Pouring batter into cake pan
Placing pan in preheated oven
Testing doneness of cake

BANANA BREAD
(Day 1)

1/3 cup shortening
2/3 cup sugar
2 eggs, slightly beaten
1 cup mashed bananas
1 3/4 cups all-purpose flour
2 1/2 teaspoons baking powder
1/2 teaspoon salt
1/2 cup chopped nuts

1. Cream shortening and sugar until light and fluffy. Add eggs and bananas and mix well.
2. Mix and sift together flour, baking powder and salt. Add to banana mixture and blend. Stir in nuts.
3. Pour into a greased and floured 9" x 5" x 3" loaf pan. Bake in a preheated 350°F. oven, one hour or until done.

Yield: 1 loaf

*Recipe adjusted for 5,000 feet.

Techniques:

Sifting
Breaking eggs
Measuring ingredients
Creaming ingredients with electric mixer
Pouring batter into pan
Placing pan in preheated oven
Doneness tests

GREEN TOSSED SALAD
(Day 2)

3 slices bacon
1 head lettuce
2 tomatoes
1 cucumber
2 slices bread
Salad dressing

1. Fry bacon; drain off grease. Crumble bacon when cool.
2. Wash vegetables. Separate lettuce leaves and tear; place in bowl or heavy duty plastic bag. Core and cut tomatoes into wedges. Peel cucumber and slice.
3. Toast bread in toaster; cut into small croutons. Add tomatoes, cucumber slices and croutons to lettuce.
4. Toss salad with dressing.

Yield: 4 to 6 servings

Techniques:

Frying
Draining grease
Removing food from hot skillet
Washing vegetables
Coring
Peeling
Slicing
Toasting
Tossing Salad

GOULASH
(Day 2)

Recipe for Goulash appears on page 41.

WORKSHOP EVALUATION

Each of the participants felt they had gained a greater understanding and awareness of the visually handicapped individual and his problems.

Their increased awareness and understanding was brought about in three ways:

1. The practical experience of cooking while blindfolded.
2. The lecture and demonstration on mobility training.
3. The interaction among professionals with a variety of backgrounds.

Suggestions given for future workshops included:

1. Have staff instructors trained in sighted guide techniques.
2. Have some visually handicapped persons present to relate their own personal experiences. (A video taping with a blind person may be an alternate approach.)
3. Incorporate a variety of adaptable common kitchen utensils along with the specialized aids and appliances.

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Other:

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ADDITIONAL RESOURCES

The following resources and agencies are recommended by Colorado Services for the Visually Impaired. They are not meant to be all-inclusive sources of information and are listed as suggestions for further information.

AN INTRODUCTION TO WORKING WITH THE AGING PERSON WHO IS VISUALLY HANDICAPPED.
Available from American Foundation for the Blind.

BASIC COMPONENTS OF ORIENTATION AND MOVEMENT TECHNIQUES. Available from Western Michigan University.

CARING FOR THE VISUALLY IMPAIRED OLDER PERSON. Available from Minneapolis Society for the Blind, Inc., 1936 Lyndale Ave., South Minneapolis, Minnesota 55403.

ELEMENTARY SKILLS OF DAILY LIVING. Maryland School for the Blind, 3501 Taylor Ave., Baltimore, Maryland 21236.

HANDBOOK FOR TEACHERS OF THE VISUALLY HANDICAPPED. Available from American Printing House for the Blind.

HANDBOOK OF RESOURCES AND MATERIALS FOR THE VISUALLY HANDICAPPED IN COLORADO.
Available from Colorado Instructional Materials Center for the Visually Handicapped.

HOMEMAKING GOES CREATIVE. Beret M. Yask, State of Nebraska, Division of Rehabilitation, Omaha, Nebraska.

HOMEMAKING MANUAL. Beret M. Yask, State of Nebraska, Division of Rehabilitation, Omaha, Nebraska.

TEACHING THE BLIND SCRIPT WRITING BY THE MARKS METHOD. American Foundation for the Blind.

TECHNIQUES FOR EATING. Available from Western Michigan University.

American Bible Society, P.O. Box 4835, Grand Central Station, New York, N.Y. 10017. [Provides Bible - new and old testament on record, cassette and in braille.]

American Foundation for the Blind, Regional Consultant, 1860 Lincoln Street, Denver, Colorado 80203.

American Foundation for the Blind, 15 West 16th Street, New York, N.Y. 10011.
[Will send catalogues of aids and appliances, publications and services available.]

American Printing House for the Blind, 1839 Frankfort Avenue, P.O. Box 6085, Louisville, Kentucky 40206. [Provides braille and large type cookbooks and books on homemaking.]

Blind Rehabilitation Department, Sangren Hall, Western Michigan University, Kalamazoo, Michigan 49001. [Distributes teaching manuals for working with the visually impaired homemaker.]

Brooklyn Bureau of Services, 285 Schermouhorn St., Brooklyn, N.Y. 11217.
[Provides braille and large type cookbooks.]

Campbell Soup Company, Volunteer Services for the Blind, Inc., 332 S. 13th., Philadelphia, Pennsylvania 19107. [Provides braille and large type cookbook.]

Christian Record Braille Foundation, 444 S. 52nd Street, Lincoln, Nebraska 68506. [Free services -- provides braille, records, tapes, large print books, magazines, of religious nature on loan basis.]

Colorado Department of Rehabilitation Services for the Blind, 928 13th Street, Greeley, Colorado 80631.

Colorado Instructional Materials Center for the Visually Handicapped, State Library Building, 1362 Lincoln, Denver, Colorado 80203. [Organizes and distributes text books and materials to teachers of school age visually handicapped children.]

Elderly Blind Project, 2662-C 11th Avenue, Greeley, Colorado.

General Mills, Inc., 9200 Wayzata Blvd., Minneapolis, Minnesota 55440.
[Provides large print and recorded cookbook.]

Howe Press of Perkins School for the Blind, 175 N. Beacon Street, Watertown, Massachusetts 02172. [Will send catalogue and current price list of aids and appliances.]

National Catholic Lending Library, Xavier Society, 154 East 23rd Street, New York, N.Y. 10011. [Free services -- provides books, cassettes, and braille of religious nature on loan basis.]

Oster Corporation, 5055 N. Lydell Ave., Milwaukee, Wisconsin 53217, Public Relations. [Braille blender cookbook available.]

Reader's Digest, Mrs. Ellen Parker, Pleasantville, N.Y. 10570. [Provides large print edition of Reader's Digest.]

U.S. Government Printing Office, Superintendent of Documents, Washington, D.C. 20402. [Provides cookbook in large type.]

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